

Curriculum planning chart

Generative Topic: Wiggins and Tomlinson **Our Role As Citizens: Me as a Citizen**

Subject: Literacy **Name:** Jackie Hain

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
A good citizen is honest, responsible, respectful, loyal, fair, helpful, and many more positive character traits.	1.1: Reading Independently 1.1.1.C: Use increasingly robust vocabulary in oral and written language.	Who is contributing possible character traits to the list? Are students identifying positive characters traits of a citizen? Students effectively use the turn and talk strategy. Mini clipboard with sheets in place will be used.	A citizen has many different characteristics, A citizen is a multi-layered role. A citizen is honest, compassionate, respectful, responsible, and courageous, etc.	Organize thoughts Compare and contrast a good citizen and a not good citizen Apply themselves to this new concept	What is a citizen? What do good citizens do? What do not good citizens do?	IRA: Small, Mary. <i>“Being a Good Citizen.”</i> Discussion: A citizen is a person who belongs to a group. A good citizen is a team player, a good listener, etc. Brainstorm a list of characters traits that describe a good citizen. Choose 4 or 5 and compare to trail mix Have a different student pour each ingredient into the larger bowl.

<p>Identifying character traits</p>	<p>5.2.1.C.4: Understand leadership</p>	<p>Do students know who these people are from history? We talked about several during black history month.</p> <p>Do they realize a leader can be anyone who embodies the qualities – not just these famous people from history.</p> <p>Clipboard will be used for anecdotal records. What questions are being asked? Are students marking the correct answers?</p>	<p>A leader leads or commands a group, organization, or country.</p>	<p>SWBAT match accomplishment with name and picture.</p> <p>SWBAT identify the common thread among all leaders: lead a group of people, leadership qualities.</p>	<p>What is a leader?</p>	<p>Powerpoint of Leaders past and present:</p> <ul style="list-style-type: none"> •President Obama •Abraham Lincoln •Martin Luther King •George Washington •Rosa Parks •Principal Ellerbee •Harriett Tubman •Mayor Nutter •Thomas Edison •Benjamin Franklin •Amelia Earhart •Ruby Bridges •Jackie Robinson •Neil Armstrong •Betsy Ross •Christopher Columbus <p>Discuss who they are and what they did/do.</p> <p>Bingo game, but only the person's</p>
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						accomplishment s will be read and students will have to match accomplishment with name/picture.
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Generative Topic: Wiggins and Tomlinson **Our Role As Citizens: Me as a Citizen** **Subject:** **Social Studies** **Name:** Jackie Hain

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
Identifying leaders in different groups. In the classroom, in the school, in the city, state, country.	5.3: How Government Works 5.3.1.D: Identify positions of authority in the classroom community.	Students follow-up on activity we recently did targeting geographical locations. School, street, city, state, country – same thing but now we are going to do it with leaders' names.	T. Amy/T. Jackie are in charge in this classroom. Principal Ellerbee is in charge of this school. Mayor Nutter is in charge of this city... etc.	SWBAT demonstrate control using scissors and glue.	What is the role of leaders? What is leadership? Who are our leaders?	Anchor Chart identifying these roles. Next, students will construct a circle diagram. Different sized circles, each pertaining to a different location: classroom, school, city, state, country.
Other roles in the community are just as important.	5.3: How Government Works 5.3.1.C: Identify the value of fire fighters, police officers and emergency workers in the community.	Students are able to identify a job they want in the future. Students fill out scavenger hunt sheet appropriately. Students ask related questions.	There are so many different roles in this community – and Philadelphia needs them all to function properly. What would we do without the taxi drivers or the trash collectors? We all bring something to the table	SWBAT ask relative questions to parents about their job. Students will be able to identify steps at how to make their dream job possible. First I go to high school, then college...)	What is our role in the community? How can we grow up to be contributing members to society?	Brainstorm various jobs. What do you want to be when you grow up? Why? Career Day – parents come in to talk to the entire first grade

<p>Students will understand the five themes of citizenship -- honesty, compassion, respect, responsibility, and courage – are important but not always enough.</p> <p>Maybe one theme per day?</p>	<p>5.2: Rights and Responsibilities of Citizenship</p> <p>5.1.1.A: Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B: Explain the importance of rules in the classroom.</p> <p>*Also literacy:</p> <p>1.6: Speaking and Listening</p> <p>1.6.1.A: Listen actively and respond to others in small and large group situations with appropriate questions and ideas</p>	<p>Cold Write:</p> <p>Students will either share, write, or draw these situations.</p> <p>E.g. Write about a time you or someone you know was responsible.</p>	<p>Personal connections make an abstract concept more concrete.</p> <p>Students will have concrete examples of good citizens and what these character traits mean.</p>	<p>SWBAT define/provide examples of these character traits.</p> <p>SWBAT personally identify a specific situation with details.</p>	<p>What is honesty? What is compassion? What is respect? What is responsibility? What is courage?</p>	<p>Discussion</p> <p>Can someone share a time when (only a couple of these scenarios, the rest can be used for writing prompts).</p> <ul style="list-style-type: none"> - you told the truth, even though that was a difficult thing to do. - you felt happy or sad for somebody or something - draw or write, then share with group?
	<p>5.2: Rights and Responsibilities of Citizenship</p> <p>5.2.1.B: Identify a problem and attempt to solve with adult or peer assistance.</p>	<p>Students work cooperatively together and use their “Share” time wisely. Can the students work together independently? Can students support their reasoning?</p>	<p>Being a good citizen is not always easy. Sometimes the hardest thing and the right thing are the same.</p>	<p>Students will listen to a scenario and reflect what they would do in that situation.</p> <p>Work together – teamwork</p>	<p>Is this an example of a good citizen?</p> <p>What is a citizen?</p>	<p>Think-Pair-Share Scenarios:</p> <ol style="list-style-type: none"> 1.) Jacob got a flat tire on his bike. Nancy helped him carry his bike home. True or False?: Nancy is a good citizen. 2.) Lisa left papers all over the classroom floor and did not clean them up. True or False?: Lisa is a good

						citizen. What could you do?
	<p>5.2: Rights and Responsibilities of Citizenship</p> <p>5.2.1.B: Identify a problem and attempt to solve with adult or peer assistance.</p>	<p>Students are able to provide a logical next step.</p> <p>Hands are in the air because they understand I am asking them to take the next step of understanding character traits and applying that to situations.</p>	<p>Being a good citizen is not always easy. Sometimes the hardest thing and the right thing are the same.</p>	<p>Students will listen to a scenario and reflect what they would do in that situation. Use as a prompt for discussion, drawing, or writing.)Ask students to discuss, draw, or write in response to the following questions. Providing a hypothetical example, allows students to prepare for a time this might happen.</p>	<p>In these examples, you can share what a good citizen would do!</p>	<p>Following the character traits and trail mix activity.</p> <p>Scenarios: Discussion: What would you do next if....</p> <ul style="list-style-type: none"> - You find a watch on the playground. What could happen next? - Everybody is in a hurry. A kid near you trips and falls down. What could happen next? - Your teacher asks the class to be quiet after somebody said something really funny. What could happen

						<p>next?</p> <ul style="list-style-type: none"> - You borrowed a pencil from the teacher's desk and lost it. What could happen next? - You think somebody is being cruel by making fun of a kid on the playground. What could happen next?
<p>A good citizen is someone who works hard to make their community a better place. This classroom is a community and we should strive to have a classroom full of good citizens.</p>	<p>5.2: Rights and Responsibilities of Citizenship</p> <p>5.2.1.C: Identify school projects / activities that support leadership and public service.</p> <p>*Also literacy:</p> <p>1.4: Types of Writing</p> <p>1.4.1.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).</p>	<p>Students can independently identify ways they can help the classroom/school /community be a better place.</p>	<p>Every human being can make a difference. My voice is important – listen to it.</p>	<p>SWBAT write and properly address a persuasive letter.</p>	<p>What are some examples in our neighborhood?</p> <p>What are examples of people/groups who are already helping others.</p>	<p>Students will write letters to a person of power addressing a concern they have or something they want to see change.</p> <p>Students will be shown pictures of trash/wasted food/etc. and as a group we can discuss what we see as the problem and what we can do to fix it. (Smartboard)</p>

<p>Wants/Needs: To be good citizens we need to use resources and things carefully/cautiously/in moderation</p>	<p>6.1: Scarcity and Choice 6.1.1.B: Identify classroom wants and needs. 6.1.1.C: Identify choice based on needs versus wants.</p>	<p>Students will correctly sort the pictures into two categories.</p>	<p>wants: desires for goods, services, feelings, and other things we would like to have but do not need needs: things we must have to survive, such as food, water, and shelter</p>	<p>Picture sort Children will demonstrate control with scissors</p>	<p>What are limited resources? What are wants? What are needs?</p>	<p>IRA: Sam and the Lucky Money (?) Anchor Chart: define and provide examples Children will sort pictures appropriately and categorize into wants and needs</p>
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Generative Topic (Blythe et al, 1998): **Our Role As Citizens: Me as a Citizen** **Subject:** **Science** **Name:** Jackie Hain

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
("The student will understand...")		(How will you have evidence that they know it?)	("The students will know...")	("The students will be able to...")	("Guiding questions" or "unit questions")	
<u>We are all citizens and it is our responsibility as citizens to take care our of environment and neighborhood</u>	<p>4.5: Humans and the Environment</p> <p>4.5.1.A: Identify resources humans use from the environment.</p> <p>4.5.1.D: Identify where waste from the home, school and community goes for disposal.</p> <p>4.5.K.D: Identify waste and practice ways to reduce, reuse and recycle.</p>	<p>Are students recycling in the classroom independently without any reminders?</p> <p>Students will receive a sticker when they recycle in the classroom.</p>	<p>Wasting anything is bad for the environment – properly disposing of it is the best thing we can do for our planet: recycle.</p> <p>Use sparingly.</p> <p>Reduce, reuse, recycle</p>	<p>Identify different things we can do in our home vs in our school vs in our city as a whole.</p> <p>Start recycling in our classroom!!</p>	<p>How can we make the changes we want to see?</p>	<p>Pass around various materials first so students can learn/feel the material</p> <p>Categorize various materials: aluminum, paper, plastic, trash into label trash baskets.</p> <p>5 different labeled buckets and each student will have opportunity to go through and sort appropriately</p>